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1910

ANNUAL REPORT OF · THE PUBLIC SCHOOLS



HAVERHILL
MASS. · 1910

FREDE WALLACE,

HIGH SCHOOL, 1911.

ANNUAL REPORT
OF THE
PUBLIC SCHOOLS
OF THE
CITY OF HAVERHILL
MASSACHUSETTS

For the Year ending December 31st, 1910.



THE CHASE PRESS
HAVERHILL, MASSACHUSETTS,
1911.

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SCHOOL COMMITTEE, 1910.

Hon. Edwin H. Moulton, Mayor, *Chairman Ex-Officio.*

John W. Tilton, *President.*

C. A. Record, *Secretary.*

TERM EXPIRES JANUARY 1911.

EDWIN H. MOULTON

ANNIE M. WHEELER

JOHN F. CROSTON

TERM EXPIRES JANUARY 1912.

JOHN W. TILTON

RALPH E. GARDNER

DIRECTORY

EDWIN H. MOULTON

BUSINESS

132 ESSEX STREET

HOME

36 WHITE STREET

RALPH E. GARDNER

BUSINESS

3 WATER STREET

HOME

82 FOUNTAIN STREET

JOHN W. TILTON

BUSINESS

174 MERRIMACK STREET

HOME

70 HOW STREET

ANNIE M. WHEELER

BUSINESS

13 PARK STREET

HOME

13 PARK STREET

JOHN F. CROSTON

BUSINESS

83 EMERSON STREET

HOME

83 EMERSON STREET

SUPERINTENDENT OF SCHOOLS

C. A. RECORD

40 MECHANIC STREET

ASSISTANT TO SUPERINTENDENT

JENNIE E. TAYLOR

9 FOUNTAIN STREET

OFFICE HOURS:—SUPERINTENDENT,—8 TO 9 A.M., 4 TO 5 P.M.

ASSISTANT,—8 TO 12 A.M., 1.30 TO 5 P.M.

Linwood O. Towne

Mary A. Roche

Alice A. Wilson

JUL 3 1920

In Memoriam

1878

The class of '78 has lost by the death of Linwood O. Towne one who filled a large place in it and was better known to its members than any man in the class. Mr. Towne was born in Newtonville, July 9, 1855. He received his education in the public schools of Newton, and was graduated from its high school in June, 1874. In September of that year he entered the Massachusetts Institute of Technology as a member of the class of '78, a title which grew dearer to him as he grew older. Without any attempt at leadership or any striving for popularity, he soon took his place in the class as the one looked upon by his fellows as the man who did things not for himself, but for his class. In his second year, representing his class on the committee to select colors for the Institute, his choice became the choice of the committee, and the silver-gray and cardinal were adopted as the Technology colors. This distinction he never attempted to claim for himself, but was extremely jealous of any attempt to deprive the class of '78 of the honor.

In his freshman and sophomore years he served as an officer in the school battalion, showing that early in his course he had gained the favor of his superiors. The class of '78 was much smaller than the one that preceded it or the one that followed it, its membership at entrance being only forty-four, and so it happened from its very size that each of its members grew to know more intimately his classmates than would have been the case had the class contained three times the number it did; and so, when the class was graduated in 1878, those receiving their degrees carried away from the Institute not only these

tokens of the fact that they had completed their courses with credit to themselves and to their Alma Mater, but also the realization that in those four years ties had been formed which neither distance nor time, but only death itself, could sever. This feeling was shared also in no less degree by those whom circumstances compelled to leave the school before the completion of the course.

Naturally, the years immediately following graduation scattered the class, as it has all Technology classes, but Linwood Towne, as secretary of the class and from his own inclination, never lost trace of its members. More than that, it is probable that there is hardly a man in the class under whose roof he has not slept or at whose table he has not eaten since the class left the Institute. Having sisters of his own and fond recollections of a mother who had shared his inmost thoughts, he had, without being effeminate, an appreciation of all that entered into the domestic life of a wife, and a sympathetic nature which enabled him to enter into the joys and sorrows of children. Therefore, the circle of his friendship widened to include the wives and children of his classmates, who now sorrow at his death. All this he was to his classmates. But his classmates and their families are not the only ones who mourn his death.

The first work he took up after his graduation was that of teacher in an institution in Philadelphia. This was followed by an engagement as teacher in the Chelsea High School. He then went to Rico, Col., where he practised assaying, which he combined with the drug business. An accident to his eyes from an explosion compelled him to give up this work, and he returned east in 1887. In 1898 he accepted a position as teacher of Science in the Haverhill High School, which position he held at the time of his death.

During all these years the quality in him of helpfulness to others was continually finding expression, but in his career as teacher it was brought into fullest play. The profession of teaching, if followed not perfunctorily, but with a desire to really help those put under the teacher's care, is one of the noblest professions. Linwood gave to his scholars all that was in him. He inspired them to do the best work of which they were capable. He incited them to go from the High School to higher institutions of learning, and when lack of money

in many cases seemed to forbid this, he interested his friends to advance the necessary funds.

All through his nineteen years at Haverhill he was untiring in his efforts to arouse in his scholars a desire for higher education, and many men and women occupying positions lucrative and responsible owe it to him that they have professions gained through his incitement and assistance. No graduate of the Massachusetts Institute of Technology ever was more loyal to his Alma Mater, or did more to increase its reputation among youth seeking to obtain a technical education.

It was probably owing to Mr. Towne's devotion to duty that his death was hastened. He had a severe attack of heart failure in May, from which he had but partially recovered on the opening of the school term in September, but he was eager to start the work in the physical and chemical laboratories constructed according to his plans in the new high school building at Haverhill, and his enfeebled system was not able to bear the strain put upon it, and gave way Wednesday, October 19, in the building which he had done so much to secure for the city and where he had hoped to do still better and more effective work toward his advancement of the pupils put under his charge.

THE TECHNOLOGY REVIEW,
October, 1910.

E. P. C.

SUPERINTENDENT'S ANNUAL REPORT

To the Board of Education of Haverhill:

I submit for your consideration the twenty-sixth report of the Superintendent of Schools.

CHANGES.

Since January 1, 1910, several important changes have been made in the organization of the schools.

These changes were the transfer of the High school to the new High school building, the consolidation of the ninth grades in the old High school building, the closing of the Portland Street, the Greenleaf, and the Locust Street schools, and the opening of three rooms in the Whittier building for some of the grades. The changes cited were made after careful consideration of the city's duty toward its children and its ability to discharge that duty.

The Board of Education of Haverhill realizes fully the obligation of the city in the matter of educating its youth; it realizes the importance of properly training its boys and girls to the end that they may become intelligent, efficient and upright men and women. How to provide for this training is a serious problem, a problem that bids fair to become more difficult of solution each succeeding year.

It has been the policy of the Board during the past year to strengthen the school system as much as possible without increasing the cost of maintenance beyond the point of the city's ability to pay as it goes. That the idea of economy has not been the dominating purpose of the Board is shown in its efforts to strengthen such parts of the school system as appeared most in need of aid, namely:—Two teachers were added to the commercial department of the High school at the beginning of the present school year; two teachers were added

to the manual training department of the elementary schools; a room has been equipped in the old High school with sewing machines, tables, and other necessary accessories of equipment, where the cutting and making of plain garments will be taught the girls of grades seven and eight; also one sewing machine and the other necessary accessories of equipment have been placed in each sixth grade room in the city; the purchase of large quantities of new supplies and books for the High school and the Central Ninth grade so that the work of these schools might receive every impetus possible. These additions together with no denial of anything to any part of the system where denial would have detracted from the efficiency of the work of the schools, absolves the Board from any deserved criticism with respect to false economy or niggardliness.

Three schools have been closed,—Portland Street, Greenleaf, and Locust Street schools. These were closed because the consolidation of the ninth grades made room in schools that would have to be maintained anyway, for the pupils of the closed schools and said pupils could attend the maintained schools without experiencing hardships.

THE CENTRAL NINTH GRADE.

Observation and report confirm the advantages of combining the ninth grades.

The instruction is departmental, each teacher doing what she is best fitted to do. The pupils are interested and enjoy their work. In bringing the pupils together from all parts of the city, the little cliques that had formed in the years of uninterrupted association in one school, and which oftentimes interfered with the work and discipline of the school room, have been dissolved and in their places have come more earnestness and dignity. By the present plan pupils can be, and are, grouped according to their needs.

In establishing this school the Board of Education did much to advance the interests of the children of this part of the school system. In making this statement, it is not the intention to cast any reflection upon the schools where formerly the ninth grades had been schooled, for in establishing this school, there were created possibilities that could not exist under the former conditions.

COMBINED PRINCIPALSHIPS.

At the beginning of the present school year an innovation was introduced into the school system which consisted of placing two schools under one principal instead of having a principal for each school as formerly. Two such combinations were made. The Walnut Square school and the Cogswell under Principal Walter H. Sayward, and the Tilton and Currier under Principal John H. Parker.

There was some oppositon to such combinations from some teachers and from a few parents. If such a plan does not work out satisfactorily, it is because of prejudice on the part of parents, lack of executive ability on the part of principals, and absence of the co-operation of teachers with principals. All the schools in the city are supplied with telephones. Parents can always reach the principals by the telephones in one or the other of their schools, and the teachers of one school can communicate quickly by the same means with their principal if he happens to be in the other school. The secret of success in this plan, as in the regular organization of the schools, is to have efficient and willing teachers and principals.

SCHOOL ACCOMMODATIONS.

The city is well equipped with school buildings except in Ward Five, where all the buildings are filled to their capacity, and in addition to the regular accommodations, the vestry of the South Church being rented for kindergarten purposes at an annual cost of \$600.

The Bartlett school is overcrowded, there being two grades in that school much larger than their respective rooms can accommodate, which circumstances necessitate the use of corridors and small reception rooms for class purposes. The best means of relief in that section of the city appears to be the enlarging of the Wilson Street building. Such an addition would care for the overflow of the Bartlett and Currier schools and the kindergarten now held in the church vestry.

THE EVENING USE OF SCHOOL HALLS.

The following extract from the last annual report of the School Board of Cambridge, Mass., well applies to Haverhill. "Many appli-

cations have been made to the Committee for the use of school halls in the evening. The Committee would be glad to have them constantly used for educational and social purposes; but it has no power to spend the public money except as such power is given by the statutes of the Commonwealth. The money at its disposal can be spent only for the maintenance of the public schools; not for paying for heating, lighting, cleaning and policing halls for other than school purposes. It has, therefore, been obliged to decline to give the use of the school halls for any purpose not closely connected with the public schools."

EXPENDITURES.

Occasionally some one accuses the School Board of studying the school problem for the purpose of economizing. The Board has even been accused of making money from the schools.

A few statements concerning the financial situation of the school department will suffice to convince any fair minded person that the Board is innocent of these charges. The total expenditure for the year ending December 31, 1909, exclusive of fuel and repairs, were \$164,879.11. The total expenditure for the year ending December 31, 1910 are \$181,229.81, an increase over last year of \$16,350.70. The expenses for 1911 are certain to exceed those of 1910 by more than \$10,000. In fact, the High school alone will cost \$10,000 more than it has cost for any one year in its previous history, even if no more teachers are added. The High school presents the most difficult problems that arise in the entire school system. While its membership is less than one-eighth of the entire school membership of the city, yet the cost of its maintenance is nearly one-fourth the cost of all the schools combined.

Attention is called to these facts, not with the purpose of disparaging the school but to emphasize the need of careful administration to the end that whatever additional expense may be incurred on account of this school shall be the result of careful thought and wise expenditure.

RETARDED CHILDREN.

Believing that there is a decided need in Haverhill for a special

class for retarded children, I present the following statements from the Training School at Vineland, N. J.

"After testing the entire school system in one city, the Training School for Backward and Feeble-Minded Children at Vineland, N. J., offers the following suggestions to Superintendents of Schools.

"First the retarded or backward child must be removed from the regular class. One of these children will take as much of the time of the teacher as four normal children, while he may cause her as much disturbance and mental fatigue as all of the rest of the school. These children must be taken out of the regular grades, grouped together, and given a special instructor who has been trained to understand them and to deal with them in accordance with their natures.

"No school system of 500 children can afford not to have a special class. There may be recognized only twelve children and it would be necessary to employ a special teacher for these, but the gain not only to them but to the normal child will more than repay the seeming excess of expense.

"The first objection that is usually met with from superintendents and school boards is the difficulty of getting the parents to accede to the plan. This is wholly a matter of procedure. If rightly done, the parents will approve and be gratified and delighted at the results. Make the special class in outward appearance as well as inward plan, a class where the children are happy because they succeed and you emphasize the pleasant side.

"Those children who are not profiting by the instruction of the regular class are the ones for the special class. And when we cannot take all of the backward and defective children, the question arises "Which ones shall be selected first?" In most places, the worst cases are taken first. This is the wise plan.

"The question of whether the parents approve of the class or whether the children approve of it, whether they call it the "fool" class or not, whether the teacher enjoys it or becomes discouraged, is largely a question of what is done in the special class. To attempt to give these children the same thing that is being given the normal class, allowing that they be given more time for doing it, is a mistake. They cannot do these things. They must be given things that they

can do. It has been found that the reading, writing and number work of these children, while it sometimes looks good, is really mostly rote work and of no permanent value to them."

NEW LEGISLATION.

I respectfully call attention to the following acts of the State Legislature and to the recommendation of the State Board of Education.

[CHAP. 444.]

AN ACT TO DEFINE THE DUTIES AND POWERS OF SUPERINTENDENTS OF SCHOOLS.

Be it enacted, etc., as follows:

SECTION 1. The superintendent of schools employed in accordance with section forty, section forty-one or section forty-four of chapter forty-two of the Revised Laws, shall, under the direction of the school committee, have the care and supervision of the public schools, and shall be the executive officer of the school committee. He shall assist the school committee in keeping its records and accounts and in making such reports as are required by law.

SECTION 2. The superintendent of schools shall recommend teachers to the school committee, and shall also recommend text-books and courses of study to the school committee.

SECTION 3. This act shall take effect upon its passage. [*Approved May 13, 1911.*]

[CHAP. 232.]

AN ACT RELATIVE TO THE DISPLAY OF THE UNITED STATES FLAG ON SCHOOLHOUSES.

Be it enacted, etc., as follows:

Section fifty of chapter forty-two of the Revised Laws, as amended by chapter two hundred and twenty-nine of the acts of the year nineteen hundred and nine, is hereby further amended by striking out said section and inserting in place thereof the following new section:—*Section 50.* The school committee of every city and town shall

provide for each schoolhouse in which a public school is maintained and which is not otherwise supplied, a United States flag of silk or bunting not less than four feet in length, and suitable apparatus whereby the flag shall be displayed on the schoolhouse building or grounds every school day when the weather permits, and on the inside of the schoolhouse on other school days. Failure to observe this law for a period of five consecutive days upon the part of the master or principal in charge of the school at the time, shall be punished by a fine of not more than five dollars for each period of five days of such negligence, unless such failure is caused by the school committee in not providing the said master or principal with a flag, in which case the said penalty shall be imposed on those directly responsible for the failure so to supply the said master or principal. Said penalty shall be imposed by any court of competent jurisdiction within the commonwealth. [*Approved April 5, 1911.*]

THE CUMULATIVE RECORD CARD.

ITS PURPOSE, VALUE AND USE

Dear Sir :—

The Board of Education believes that experience justifies the introduction into every school of a cumulative record card on which certain essential items regarding each pupil will be entered semi-annually or annually. While the Board of Education is not in position to publish or distribute such cards it recommends that school committees, wherever practicable, shall introduce a cumulative record card and require teachers to keep the same.

Several forms and sizes of cards have been suggested. The following items in the opinion of the Board, should appear on every card and space be provided for the same :

1. Pupil's name, place of birth ; vaccination ; certified date of birth ; name and occupation of parent or guardian.
2. Residence before discharge ; new residence ; age at time of discharge in years and months. (11 or 12 lines should be provided for the discharge items.)
3. School ; schools attended ; date of admission to each school ; age in years and months, September 1st, at beginning of school

year ; grade ; room, or teacher's initials ; days present. (18 to 20 lines should be provided for these items.)

4. The following items may be given if desired ; Conduct ; scholarship ; health.

Items classed as 1 and 2 may be placed on one side of card and those as 3 and 4 on other side.

The committee on uniform statistics of the National Department of Superintendence, in cooperation with the United States Bureau of Education recommends the adoption of the 4 x 6 card now in use in the Boston Schools. The executive staff of the Board of Education considers this an excellent form but has no objection to a 3 x 5 card if it gives space for the essential items. Mr. Chas. M. Lamprey, of the Martin school, Boston, a member of the National Committee on Uniform Statistics is ready to give information on the 4 x 6 card. Any superintendent who desires another form can doubtless secure cards of reputable dealers in index card systems.

Your attention is also at this time called to a circular on a cumulative record card which was distributed to superintendents during the past year.

It is hoped that the cumulative record card will be generally in use by the opening of the next school year.

Very truly yours,

DAVID SNEDDEN,

June 3, 1911.

Commissioner of Education.

THE WORK OF THE SCHOOLS.

This report indicates the quality of the work done in the schools as it is estimated by the teachers on the report cards of the pupils.

These report cards are sent to the parents every eight weeks and are intended to give them a definite idea of the work of their children during this time.

A careful examination and comparison of the report cards of the city from the fourth grade to the eighth grade inclusive show a wide difference in the system of marking and indicate very strongly that,

if these cards are to give a correct idea of scholarship which is in accordance with the principles of good teaching, radical changes should be made in the method of estimating these marks.

Other matters for consideration will be discussed in the special reports to be found in the appendix. For report of School Physicians consult Report of Board of Health.

In conclusion I wish to express my appreciation of the harmonious conditions that have prevailed throughout the entire school department during my association with it.

Respectfully submitted,
C. A. RECORD.

APPOINTMENTS

Wilson Snushall, High school.
Robert W. Broderick, High school.
Meredith G. Williams, High school.
Jennie A. Morse, High school.
Marion P. Elliott, High school.
Marguerite H. Lyons, High school.
R. Elaine Croston, Librarian, High school.
Madge R. Feeney, Principal, Ward Hill school.
Fannie L. Hayes, Principal's Assistant, Currier school.
Elsie Gorman, Principal's Assistant, School Street school.
Helen M. Palmer, Principal's Assistant, Burnham school.
Louise M. Skinner Cooking school.
Helen L. Taylor, Cooking school.
A. Lenora Elkins, Cooking school.
Charles F. Willis, Sloyd.
Eva G. Hardy, Sloyd.
Rose B. Bree, East school.
Olive Stevens, Ward Hill school.
Helen M. Mohan, Corliss Hill school.
Ethel S. Evans, Wood school.
Bessie M. Tilton, Wingate school.
Edith F. French, Currier school.
Lulu C. Colby, Currier school.

Florence R. Tucker, Currier school.
Ida A. O'Shea, Ward Hill school.
Ralph E. Files, Principal Central Ninth Grade school.
Florence I. Browne, Principal's Assistant, Central Ninth school.
Walter F. Sayward, Principal Walnut Square school.
Stanley D. Gray, Principal Whittier school.
John H. Parker, Principal Tilton school.
Helen V. Martin, Special Substitute Assistant, Cogswell school.
Florence Graves, Special Substitute Assistant, Walnut Square school.
Myra L. Stacey, Special Substitute Assistant, Crowell school.
Mary C. Carey, Special Substitute Assistant, Wilson Street school.
Eileen T. Morin, Special Substitute Assistant, Bartlett school.
Ruth P. Hewitt, Special Substitute Assistant, Chestnut Street school.
Ellen J. Young, Special Substitute Assistant, Tilton school.
Mary P. Merrill, Special Substitute Assistant, Burnham school.
Katherine T. Regan, Special Substitute Assistant, Bartlett school.

TRANSFERS

Hattie V. Burnham, Principal Tilton school to Bartlett school.
Maria L. Gardner, Principal Portland Street school to Peabody school.
C. Frances Day, Walnut Square school to Central Ninth school.
Helen L. Thom, Burnham school to Central Ninth school.
Sarah E. Blaisdell, Currier school to Central Ninth school.
Nellie F. Wentworth, Currier school to Central Ninth school.
Bernice G. March, Walnut Square school to Central Ninth school.
Alice E. Fuller, Burnham school to Central Ninth school.
Maude M. Browne, Cogswell school to Central Ninth school.
Katherine T. Sullivan, School Street school to Central Ninth school.
Helen A. Fitzgerald, Ward Hill school to Central Ninth school.
Annie B. Laughton, Portland Street school to School Street school.
Harriett D. Merrill, Portland Street school to Walnut Square school.
Nan J. Grindle, Portland Street school to Burnham school.
Lizzie A. Greenwood, Portland Street school to Tilton school.
Florence A. Rigney, Portland Street school to Peabody school.
Lucy A. Cate, Portland Street school to Whittier school.
Annie E. Farrington, Walnut Square school to Whittier school.

Gean M. Chapman, Walnut Square school to Whittier school.
Carrie N. Pease, Walnut Square school to Tilton school.
Sybil I. Tucker, Tilton school to Bartlett school.
Annie L. Mills, Bartlett school to Walnut Squareschool.
Mary J. O'Leary, Wingate school to Bartlett.
Susan A. Eastman, Cogswell school to Walnut Square.
Cora A. Libby, Greenleaf school to Burnham school.
Clara A. Morse, Greenleaf school to Cogswell school.
Irene O. Clark, Greenleaf school to Peabody school.
Emma L. Nichols, Greenleaf school to Cogswell school.
Elizabeth H. Webster, Winter Street school to Walnut Square school.
Mary E. Leonard, Locust Street school to Winter Street school.
Mary F. Fitzgerald, Locust Street school to Winter Street school.
Margaret L. Kerrigan, Peabody school to School Street school.
A. Frances Davis, Peabody school to Walnut Square school.
Josephine L. Peaslee, Corliss Hill school to Gile Street school.
Flora I. Day, Gile Street school to Tilton school.

RESIGNATIONS

Mary S. Bartlett, High school.
John F. Caskey, High school.
Nellie M. Moore, High school.
Ada B. Berry, Currier school.
Ida M. Swift, Currier school.
Hope R. Mudge, Cooking school
Evelyn G. Cousens, Cooking school.
Elsie K. Smith, Sloyd.
Clara E. Bond, Bartlett school.
Katherine O'Leary, Bartlett school.
Rosa B. Curran, Ward Hill school.
Nellie J. Wentworth, Walnut Square school.
Ann W. C. Merrill, School Street school.
Mabel B. Hunt, School Street school.
Mary A. Boynton, Wood school.

LEAVE OF ABSENCE

Ella M. Chadwick, East school.

Maud A. Harlow, Tilton school.

Alice L. Haynes, Burnham school.

S. M. H. Porter, Sewing school.

EVENING SCHOOL MEMBERSHIP

	Men's Elementary School	Women's Elementary School	High	Commercial	Mechanical Draw- ing	Stenography	Total
Total enrollment	480	166	22	20	22	10	720
Average membership	408	139	18	19	13	10	607
Average attendance	318	106	14	18	10	9	475
Percent of attendance	77.9	75.2	77.	94.6	77.	90.0	78.2
Number of teachers	31	11	4	1	2	1	50

REPORT OF EYE AND EAR TEST

Number of Pupils enrolled, 5,637.

Number found defective in eyesight, 634.

Number found defective in hearing, 135.

Number of parents or guardians notified, 538.

COMPARATIVE STATISTICS CONCERNING THE COST OF SCHOOLS

	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
Valuation of city	26,443,933.00	26,314,802.00	26,916,557.00	26,588,292.00	26,588,292.00	26,964,866.00	27,418,564.00	28,609,398.00	29,580,320.00	30,991,641.00	32,929,962.00
Valuation of school bldg's and land	547,550.00	546,380.00	544,900.00	544,250.00	542,100.00	552,800.00	591,875.00	616,950.00	676,175.00	743,000.00	901,875.00
Tax Rate	17.40	17.40	17.20	17.60	17.60	17.60	17.40	17.80	19.00	18.60	19.00
Appropriations and receipts	130,391.02	131,259.00	130,627.50	132,671.49	146,076.41	159,069.88	171,782.91	153,674.59	158,288.50	164,879.11	181,229.81
Day school salaries	93,030.96	96,098.16	93,832.68	69,086.41	102,659.16	107,273.49	115,167.46	120,849.61	120,509.79	124,810.82	136,940.61
Evening school salaries	2,226.00	1,988.50	2,088.50	2,276.00	2,076.70	3,008.30	2,309.50	2,630.00	2,447.50	2,859.00	1,538.00
Salary of Instructor in Music	1,250.00	1,281.25	1,230.75	1,229.66	1,270.26	1,134.84	1,000.00	950.00	974.64	1,217.28	1,444.91
“ “ “ Drawing	900.00	882.50	787.65	786.94	966.60	1,257.54	1,316.41	1,456.44	1,475.76	1,168.56	1,328.95
“ “ “ Truant Officer	850.00	871.25	837.00	836.10	746.70	715.43	759.60	794.28	796.29	818.35	899.05
“ “ “ janitors	8,454.26	8,619.85	8,614.83	8,879.66	8,862.82	9,097.96	(1) 10,015.19	(1) 10,088.60	(1) 11,921.37	12,601.89	13,659.08
Manual Training, High,-salaries, material and equipment	3,974.13	1,679.13	2,086.97	2,769.62	3,145.03	2,893.30	3,837.70	2,815.96	2,780.86	2,827.07	3,141.64
Manual Training, Elementary,-salaries, materials and equipment	2,776.84	2,608.55	2,747.18	2,977.61	3,123.26	2,700.52	4,870.68	3,555.22	3,644.10	4,211.41	5,037.09
Books and supplies	7,833.48	7,455.00	8,706.79	7,301.41	8,035.49	12,887.49	12,344.72	12,025.91	8,942.64	7,832.38	9,603.85
Sundries	2,382.27	1,699.35	2,009.71	2,254.35	2,737.09	3,455.04	3,430.31	4,691.20	3,867.04	3,437.68	3,962.70
Electricity	334.58	373.82	418.17	383.72	574.39	731.19	667.05	848.96	529.72	612.29	944.46
Gas	97.90	—	488.25	52.30	1,058.00	381.85	330.30	353.72	272.90	273.86	213.68
Transportation	746.25	888.13	1,066.16	792.25	1,090.13	1,508.20	1,786.69	1,801.25	1,857.75	1,662.00	1,701.00
Janitors' supplies	322.12	307.58	444.49	437.57	508.45	542.59	(2) 409.80	(2) 430.16	(2) 469.06	546.52	814.79
Vacation schools	—	—	—	—	799.88	844.54	785.15	902.04	943.43	—	—
Total expenditures for year, exclusive of repairs and fuel	125,178.79	124,744.57	125,359.13	127,063.60	137,653.96	148,432.28	159,030.56	164,193.35	161,432.86	164,879.11	181,229.81
Repairs	5,148.29	6,257.60	5,267.34	5,607.89	8,422.45	10,637.60	(3) 17,726.92	(3) 6,738.29	(3) 14,123.17	(3) 7,044.66	(3) 7,374.18
Fuel	6,437.63	7,670.59	5,170.88	11,958.92	9,498.73	10,568.97	10,134.73	10,029.32	8,910.84	11,531.74	10,867.69

FUEL in all years paid by Public Property Committee:— In 1906—the following was paid by the P. P. Com. [1]—3,238.54 [2]— .65 [3]—1,735.38

In 1907—the following was paid by the P. P. Com. [1]—10,088.60 [2]— 430.16 [3]— 6,738.29

In 1908—the following was paid by the P. P. Com. [1]— 3,113.36 [2]— 31. [3]—14,123.17

In 1909—the following was paid by the P. P. Com. [3]— 7,044.66

In 1910—the following was paid by the P. P. Com. [3]— 7,374.18

NUMBER OF PUPILS ENROLLED IN PUBLIC SCHOOLS FOR THE
MONTH OF NOVEMBER.

	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
Kindergarten	49	75	68	190	281	343	271	189	148	141
First year (Primary) . . .	699	729	727	682	750	738	730	773	778	794
Second year (Primary) . .	639	663	629	609	598	680	618	601	644	709
Third year (Primary) . . .	628	609	667	598	593	566	616	617	626	618
Fourth year (Grammar) . .	601	606	628	681	636	516	543	616	580	625
Fifth year (Grammar) . . .	553	575	590	587	642	602	586	584	635	578
Sixth year (Grammar) . . .	507	475	519	557	539	579	582	577	533	625
Seventh year (Grammar) . .	384	394	434	456	503	509	531	513	519	489
Eight year (Grammar) . . .	350	318	327	359	390	418	457	462	434	458
Ninth year (Grammar) . . .	213	271	270	306	312	328	345	385	383	348
Tenth year (High)	198	167	192	180	230	221	225	243	297	332
Eleventh year (High) . . .	140	135	130	145	142	169	154	171	173	198
Twelfth year (High)	85	110	105	107	128	136	131	128	132	147
Thirteenth year (High) . .	99	74	98	99	84	112	110	123	111	117
Post Graduates and Specials	.	9	9	4	.	.	20	4	.	.
Totals	5,145	5,210	5,393	5,560	5,828	5,917	5,919	5,986	5,993	6,179

ABSTRACT OF PRINCIPALS' ANNUAL REPORT FOR THE SCHOOL YEAR 1909—1910

Schools	Total enrollment	Average number pupils belonging	Average daily attendance	Percent of attendance	Number pupils under 5 years	Number pupils between 7 and 14	Number pupils over 15 years
High	749	667.	633.	94.9	—	50	542
Winter Street	536	470.8	423.6	89.9	—	360	26
Currier	602	537.1	485.4	90.3	—	444	37
Tilton	315	281.9	258.9	91.8	2	247	1
Cogswell	323	294.3	277.5	94.3	—	280	4
Walnut Square	381	335.5	307.0	91.5	—	279	19
Greenleaf	156	139.7	125.	89.5	—	152	—
Burnham	335	302.2	275.1	91.0	—	209	27
Crowell	359	333.0	304.0	91.2	3	247	15
Wilson Street	149	137.7	123.8	89.9	—	86	2
Wingate	370	335.0	306.0	91.3	1	243	11
Bartlett	346	307.1	285.6	92.9	—	235	8
School Street	262	227.0	202.9	89.3	—	224	19
Chestnut Street	198	143.0	124.5	87.	—	101	—
Portland Street	224	205.2	183.4	89.3	1	200	0
Monument Street	195	172.8	154.6	89.4	—	140	5
Peabody	151	130.2	118.9	91.3	—	102	4
Kimball	137	120.3	108.4	90.	3	87	—
Wood	153	127.7	116.8	91.4	—	74	—
Ward Hill	90	75.4	72.4	96.0	—	77	1
Ayers Village	29	21.8	20.1	92.2	—	21	—
East	29	22.4	19.9	88.8	—	22	—
Broadway	32	23.	21.5	93.4	—	22	2
Corliss Hill	24	22.1	20.3	91.8	—	21	—
Millvale	17	11.8	11.3	95.8	—	14	—
Saunders Hill	31	25.4	22.9	90.1	—	20	—
Rocks Village	33	25.	21.	84.0	—	27	1
Lowell Avenue	57	48.5	39.6	81.6	—	37	—
Gile Street	18	14.8	13.6	91.8	—	17	—
Currier Kdgn.	73	51.8	38.4	74.1	24	—	—
Chestnut Street Kdgn.	35	22.	17.	77.0	34	—	—
Groveland Kdgn.	32	18.8	15.6	82.9	28	4	—
Wingate Street Kdgn.	62	38.	31.7	83.3	52	—	—
	6,523	5,688.3	5,179.7	91.5	154	4,032	724

REPORT OF PRINCIPAL OF HIGH SCHOOL

MR. C. A. RECORD,

SUPERINTENDENT OF SCHOOLS,

Haverhill, Massachusetts.

My dear Mr. Record :—

The following I submit to you as the report of the principal of the High school for the year 1910.

As early as 1895, the question of the lack of suitable accommodations for the High school was discussed. At that time, the school numbered 333. From then on, the problem of how to provide suitable quarters for the rapidly growing school was the subject of much debate.

In 1904, when the school had increased to 500 members, it was impossible to house it under the roof of the High School Building, and four rooms in the Whittier Building were opened for a part of the first year class. A few years later, three additional rooms were equipped in the adjoining Manual Training Building, and in this way rooms for the entire first year class were provided. The school had then increased to 638 members.

As the prospects were good for a greater number the following year, and as there was no further opportunity for expansion in any of the buildings, it was decided that the old building must be enlarged, or a new one erected. After a long and spirited controversy a decision was made in favor of the new building and the necessary legislation was put in motion by the city officials.

To those of the faculty who had worked under conditions that prevented the accomplishment of the best results, and to those pupils who had looked forward to the time when they could attend school in

a modern building, the news that the new High school building would be ready for occupancy in September, 1910, was good news indeed.

On September twenty-sixth, 815 pupils assembled in the auditorium of the new building, and not until then did they realize what a magnificent structure had been prepared for them.

The opening of the new building with the increased corps of teachers gave the opportunity to put into operation a much needed and long delayed revision of the courses of study.

By experience it has been found that the boys in the classical course are the ones who most need training in hand work. Therefore to this course has been added, in the first year, required work for the boys in manual training, and supplementary work in drawing, for the girls. In the second year a course in English History is prescribed preparatory to the study of the History of English Literature which is required in the third year.

Until this year the completion of each course required at least one year's study of a foreign language. The manual training and the commercial courses have been so revised that a foreign language is no longer demanded.

In the manual training course, in addition to training in manual arts, special attention is given to the study of English, history, civics, elementary economics, elementary mathematics, and elementary science.

The commercial course is now so arranged that it is possible for a boy or girl to complete a very satisfactory course in English, commercial geography, arithmetic, bookkeeping, penmanship, and type-writing in two years. The full course of four years which all pupils who can spend the time for it, should complete, includes, in addition to the subjects already mentioned, history, civics, elementary economics, commercial law, advanced bookkeeping, office practice, and stenography.

In both the manual training and the commercial courses an opportunity is given, for those who have the ability and the desire to do additional work, to take courses in algebra, geometry, science and foreign language.

In one direction and an all important one the course of study is yet decidedly weak, and that is in the line of practical work for our

girls. There should be planned and put into operation at once, courses in household arts that will give the girls instruction in the sanitary care of the house, house decoration, marketing, cooking and household accounts.

While we are deliberating upon what vocational work it may be well to provide for the boys, we ought not to neglect the opportunities that are open to us to help the girls. There is no question but that the household arts have true vocational value, for the training for home-keeping is certainly training for a livelihood.

In each and every course the value of the work to the pupil depends not only upon his ability to grasp the subject, but upon his stability and fixedness of purpose. We are endeavoring to teach the pupils how to study, how to get the most out of their work, and how to learn to do things for themselves, that they may become efficient men and women. We try to remember that we are not merely teachers of subjects, but teachers of boys and girls who need to have their wits sharpened, their tastes perfected, their health improved and their morals strengthened.

By too many people it is considered that the high school graduate has finished his education, and that if he has been properly taught he should be capable of wrestling successfully with all the perplexing problems of life. These people have little patience with his failure to comprehend the problems with which they themselves, on account of long familiarity, are well acquainted.

In justice to the graduate and to the school system it should be remembered that the pupil at the close of his school course is just beginning his education. The story is told of a young man, who on leaving college took farewell of his favorite professor in language that would imply that he had finished his education. "My dear young friend," the professor said, "permit me to congratulate you most heartily for having finished at twenty-one what I am just beginning at three score and ten."

The public high school the country over is receiving much severe criticism. A part of the criticism is merited, but much of it comes either from chronic faultfinders or from those who try to shift their own responsibility upon the schools. Pupils are in school five hours

each day for five days in the week, during which time, for the most part, they are well behaved and studious. What these same pupils do during the nineteen hours each day, that they are not in school, all day Saturday and Sunday and during vacation time is a problem that the school cannot solve. And herein lies the main weakness of the present system. The teachers cannot go to the home of the pupil to see that he does his home work properly, that he does not teach himself mind wandering and time wasting, dozing in front of a book. Under the present system where the majority of the pupil's work must be done out of school hours, we are compelled to rely for our results upon undirected, unknown goings-on during study hours.

The experience is universal that the pupil who occupies properly his time out of school has little difficulty with his school work.

The changes in the courses of study, and the increased membership of the school required additional teachers at the opening of the school year. It is now imperative that another teacher be secured to begin work, as soon as possible. Without this additional teacher, under the best arrangement possible, many of the teachers will be compelled to continue to give instruction in arithmetic, French, English and history to sections numbering from thirty to thirty-eight pupils. It is readily seen how little attention each pupil can receive in a recitation period of forty minutes, under the above conditions.

In a Haverhill school report of the early 90's, reference was made to the fact that the pupils could not choose their high school course until the day school opened in the fall, and then, without thought, at a moment's notice, they were compelled to make a decision in the choice of a course, the influence of which would materially direct their lives.

Although, at present, the election of courses is required in May we find that apparently as little thought is given, by the majority of pupils, to the choice of subjects as under the old plan. Pupils choose courses for which they are not fitted because some friend has selected the course, or because they think they will receive more attention, or because in their opinion there is some social distinction for them on account of being enrolled in that particular course.

This injudicious choice of a course is especially true of the

classical course. Fully one-third of those who select this course have no idea of going to college, and as many as one-third have no particular ability for this kind of work. The result is what one would expect. Many are discouraged, many fail and many leave school, who if they had selected a different course would have been able to make a success of their school career.

In the past teachers have advised pupils in the choice of courses, but they have not been able to require them to follow their advice. But under the present arrangement of ninth grade work, where the teachers have an opportunity to study their pupils, and where too, in most cases, the teachers know beyond doubt for what courses their pupils are best fitted, some authority should be given them to insist that pupils do not elect courses for which they are manifestly unfitted.

At once upon the entrance of the pupils to the school every effort is made to get them well started in the work. Experiments are being tried in the classification of pupils in accordance with their records of the previous year, and other experiments in the segregation of the sexes are being tried.

Attempts are being made to extend the cooperation of teachers of kindred subjects. This cooperation can be most effectually carried out in the teaching of English, and there is no doubt but that the English throughout the school will be greatly strengthened by the plan. It is also intended to provide special assistance for the backward pupils. Many schools provide a special teacher for this work, but it will be possible for us to give this plan a good trial with the present corps of teachers.

In all departments the aim is to make the work practical, but as in the accomplishment of anything worth having, there must be a certain amount of drudgery to eliminate which, the work would be decidedly impractical.

There are few failures from the pupil's lack of ability to do the work. The problem of the teacher is how to get good work out of the lazy, indifferent pupil of good ability. It is here that the personality and good sense of the teacher plays the important part. It is sometimes thought by people not acquainted with school work that the teacher's main business is to hear recitations, and that a teacher's full

time should be occupied in this way. There is no doubt but that the teacher's best work is done in the quiet personal interview with the pupil who is discouraged, and who needs the sympathetic advice and encouragement that many of our teachers know how to give so effectually.

An effort is now being made to devote more time to teaching and to instructing pupils how to prepare their lessons rather than to the hearing of recitations.

There are certain organizations of the pupils that are recognized by the school as legitimate educational forces, and from active membership in which the pupils obtain much good training. The clubs are as follows: The Debating Club, Modern Language Club, the Wireless Club, the Girls' Glee Club, the Mandolin and Guitar Club and the School Orchestra. These clubs are open to all who wish to join them, the only restriction being that the members have the ability and the desire to take part in the work in which the club is interested.

Although a question long discussed, there is no more important one than that of school athletics, since athletics is a far reaching educational force in the life of the boy. The difficulty in the adjustment of athletics is to determine the amount and intensity of the activities so that there will be no over indulgence or interference with other work. No one questions the value of well regulated physical training, and neither can the thoughtful person fail to recognize the evils of the prevailing type of school athletics.

Athletics in our school today mean interscholastic games of foot ball, basket ball, and base ball in which the few take part to the exclusion of the many, in which these few under skilful, highly specialized coaching try to maintain the honor of the school as they term it.

The evils of this branch of athletics come from an exaggerated idea of the importance of winning games, the presence of extremely partisan spectators, the amusement hunter, the sport, and the athlete who is the product of the before mentioned influences. These interests place school boy athletics on the same level with professional athletics, and absolutely destroy the educational value that should be derived therefrom.

There is no doubt but that much good may come from team play,

and that under proper conditions, and with proper emphasis, inter-scholastic athletics have a legitimate field in the education of the boy. It is right that the partisan spectator should be present, but the influence of his standards for the management of contests should not be recognized, not only for the protection of the rights of the boy, but for the rights of the parents and society as well.

The only solution of the athletic problem is to put the work under the direction of some instructor with adequate capacities, and powers, whose vision concerning the educational work is clear, and whose courage is sufficient to carry out his ideals. An athletic instructor of sterling integrity who will not only see that the players are kept physically sound, but also that they, and the other pupils are kept morally and mentally sound, should be engaged to take charge of this important branch of the school work.

Such a man could give to each pupil connected with the school such physical training and instruction in personal hygiene as the individual needs. We are well equipped with a fine gymnasium that should furnish an opportunity to use athletics as a means of physical education, and moral and social discipline.

In the midst of our new surroundings we miss the familiar faces of some of our old and efficient teachers, and we find it difficult to reconcile ourselves to their absence. Those long acquainted with the school know of their selfsacrificing work and no words are needed here to proclaim their virtues.

Teachers of the character and ability of Miss Bartlett give to any school a standing and a reputation that is enviable.

The almost tragic death of Mr. Towne cast over us a gloom that it has been almost impossible to dispel.

Mr. Towne was a man beloved by all who knew him. He was the friend, confidant, and advisor of all. Of him it could be truly said, "He had little to give but himself but he gave of himself unsparingly."

Respectfully submitted,

RALPH E. FILES,

Principal.

HIGH SCHOOL STATISTICS.

AVERAGE AGE OF PUPILS SEPTEMBER, 1910

First year class	. . . . .	15 years, 1 month
Second year class	. . . . .	15 years, 3 months
Third year class	. . . . .	17 years, 1 month
Fourth year class	. . . . .	17 years, 10 months
Class graduating June, 1910	. . . . .	18 years, 6 months

NUMBER OF PUPILS PURSUING VARIOUS SUBJECTS

English,	780	History,	381	Commercial Law,	91
Latin,	298	Geometry,	164	Commercial Geography,	61
Greek,	9	Chemistry,	81	Arithmetic,	211
Spanish,	22	Physics,	108	Stenography,	70
French,	411	Biology,	50	Typewriting,	80
German,	92	Physiography,	46	Shopwork,	148
Algebra,	411	Bookkeeping,	111	Mc. Drawing,	153
		Music,	400	Free Hand Drawing,	208

NUMBER GRADUATED JUNE, 1910

Classical Course, 14 ; English and Classical, 10 ; Manual Training, 1 ; Commercial, 19 ; Scientific, 8 ; General, 56 ; Partial, 2 ; Total, 110.

NUMBER ENTERING COLLEGES, ETC.

Massachusetts Institute of Technology, 1 ; Boston University, 2 ; Tufts, 1 ; Holy Cross, 1 ; University of Maine, 1 ; Wellesley, 1 ; Normal and other Training Schools, 30 ; total, 37.

SUPPLEMENTARY DATA.

	1906	1907	1908	1909	1910
Membership Jan. 1	570	612	604	646	688
Membership June 1	525	560	560	595	615
No. pupils graduated June	80	109	109	120	110
No. pupils entering the first year class	221	235	250	305	333
No. pupils entering the second year class	173	159	171	177	197
No. pupils entering the third year class	132	136	129	135	148
No. pupils entering the fourth year class	112	110	123	111	117
Total number entering in Sept.	599	641	640	673	728

	1906	1907	1908	1909	1910
No. of pupils entering from other than the Haverhill public schools .	9	16	37	29	40
No. of pupils preparing for college or any other higher institutions . .			250	239	246

FIFTY-FOURTH ANNIVERSARY
Graduating Exercises of the High School

At the Academy of Music
HAVERHILL, MASSACHUSETTS

Monday, June 20, 1910
at eight o'clock

ORDER OF EXERCISES

OVERTURE

CHORUS—"Praise Ye the Father."

INVOCATION—Rev. Frederick B. Greul, D.D.

PART SONG—"Over the Water."

PRESIDENT'S ADDRESS—Homer Edward Frye.

CHORUS—"The Storm Fiend."

ADDRESS—"The Purpose of Education."

REV. ARTHUR W. CLEAVES, D.D.

PART SONG—"March of Our Nation."

CONFERRING OF DIPLOMAS

HIS HONOR, MAYOR MOULTON.

AWARDING OF THE CARLETON PRIZE.

A prize for scholarly attainment,

Awarded to

MARJORIE CORWIN and PHILIP MORRILL.

CLASS SONG—Tune, "Fair Harvard."

BENEDICTION.

GRADUATES 1910.

Bertrand W. Bailey	Florence Ethel Foster
Lydia Hannah Ball	William Peabody Freke
Gertrude Whittermore Bean	Homer Edward Frye
Frank Arsene Bessette	Laura Gardella
Nancy Flint Blaisdell	Harold Colby Gerrish
Marguerite Frances Brickett	Raymond Asahel Gillett
Emma Florence Bridgham	Marion Pearl Godfrey
Helen Marion Brooks	Ralph Albert Gould
Edith Brayton Briggs	Helen Clattenberg Graves
Iilene Josephine Buckley	Albert William Graves
Arthur Burley Butrick	Charles Edward Greenman, Jr,
Bernice Allen Carter	Leola Beatrice Harlow
Hazelle Greenlay Cate	Helen Naomi Hewett
Lillian M. Channell	Millard Bronson Hills
Warren Chapman	Dora Jane Holmes
Howard Tyler Clark	Fred Blatchford Horsch
Lewis Daniel Coburn	Mary Parker Hubbard
William L. Coffin	Mildred Helen Jones
Lillian Cohen	Edna Bliss Knowles
Alma Merrill Cole	Florence Ellen Lee
Annie Mary Collins	Pauline Frances McCarthy
David Franklin Colt	Rita Evelyn McGovern
Helena Jophesine Connell	Mary Ruth McClaughlin
Scott Longfellow Cook	John Adams Mason
*Milton Alexander Corliss	Joseph McKenzie Mercille
†Marjorie Corwin	Vera Merrill
Franklin P. Daggett	Edna Mary Mitchell
Vivian Pauline Dame	Frank Bertram Mitchell
‡Jophesine Louise Devine	†Hazel Fern Morrill
Edwin Charles Elliott	†Philip Everett Morrill
Enid Miriam Engel	Pauline Gale Murray
Bessie Ida Espovich	Constance Noyes
Edith Evelyn Estes	John Johnson Page
†Bessie Felstiner	Carroll Snow Page
Marion Elizabeth Foote	George Clayton Page

Jessie Alice Parker	Henry Robert Sibly
David Hobbs Parshley	Irene Margaret Simmons
Hattie Evelyn Pettengill	Howard Oliver Stearns
Marion Dole Pingree	Bertha Winifred Sullivan
Ruth Almira Pool	Ruth Gwendolyn Sullivan
Hilda Poore	*Raymond Sylvester
William I. Porell	Madeline Archer Trow
Clarence Dean Prescott	Elizabeth Evelyn Tuck
†Percy Lawrence Prescott	Edith Alice Twombly
H. Charlton Quinney, Jr.	George Albert Waning
Raymond Edgar Read	Elsie Watson Warburton
Herbert Newton Rice	Bernice Webster
Alice May Richardson	Adeline Margaret Williams
Clarence Roberts	Samuel Thurston Williamson
†Everett Brackett Russell	Morton Collins Witherell
Horace Berbard Sargent	Marion Hortense Woodbury
Marion Lawrence Sargent	John C. T. Woodman
John Joseph Shea	Eldred Wesley Woodworth
Mildred Frances Sheehan	Harriette Fanning Wormell
Miriam Beatrice Shute	Eugene Leavitt Wyman

†Average 90 per cent. or higher for the four years.

‡Partial course certificate.

*Not absent, tardy or dismissed.

REPORT OF SUPERVISOR OF MANUAL ARTS. NINTH GRADE.

MR. C. A. RECORD,

SUPERINTENDENT OF SCHOOLS, HAVERHILL, MASS.

Dear Sir :—

At your request the following is submitted as the report of the Manual Training Department for the current year.

As a result of the action of the School Board in voting to employ two additional teachers for the grammar grades, we have been able to double the time devoted to Manual Training and Sewing. The ninth grade girls are also receiving a lesson each week in Bookbinding instead of one in two weeks as formerly.

It is altogether too early to give a definite report on the results of this increase in time, but those of us in close touch with this work are enthusiastic over the outlook and believe that by the time the present seventh grade have had the opportunity to fully profit by the change, the wisdom of making it will be amply demonstrated.

The course of study in Woodworking is being revised and broadened so that from the seventh grade through the two years in the High School it will be continuous and progressive.

We are endeavoring to have the methods of instruction such that the pupils shall use technically correct methods in all the grades instead of suiting the methods to the age of the pupils. Only such exercises are given as require methods which the pupils can understand and employ. The work is being arranged so as to give considerable latitude to the pupil in the choice and design of the models wherever possible.

In the High School the new benches and ample equipment are

making it possible to handle larger classes with an efficiency impossible under former conditions.

Our new sewing teacher has entered into her work with a splendid enthusiasm which the pupils seem to have caught so that the one hour a week seems all too short for both teacher and pupils.

The new sewing machines beside adding greatly to the interest of the girls are making possible a far wider range of work, and the use of time saving methods which will be of the utmost value to our future home-makers.

It is very apparent now that if we are to do the work in the sixth grade that properly belongs there it will be necessary to give instruction in the elementary principles of Sewing in the fifth grade. The time devoted to Sewing even then will be much less than its importance demands.

We are now devoting twice as much time to Bookbinding as we did formerly for this is proving to be an excellent means of developing skill in the use of the hands and in the manipulation of tools and materials: a skill of the kind required in any handicraft. No small part of the value of this work consists in creating a love for good books and an appreciation of a worthy binding.

At present all manual work for girls except Freehand Drawing stops with the ninth grade. It is right here at a most important point that our scheme for practical training fails.

As we know that the average girl will some day have the management of a home, Domestic Science and Home Economics should be a required study for every girl attending High School. It would seem also as though it were well within the function of our High School to offer a broader and more extended course for the benefit of that not inconsiderable number leaving school each year as we have nothing to offer them in place of the mathematics and languages in which they can make no headway.

Vocational Training for boys in a city like Haverhill whose principal industries demand so few skilled operatives is indeed a difficult problem, the solution of which is by no means near at hand. The special training for girls, however, along the above lines presents no very difficult problem, and our neglect to provide opportunity for such training would seem almost inexcusable.

Fully appreciating the encouragement and co-operation of the School Board in providing additional teachers and a liberal equipment, we feel that the necessity for this training in the High School is fully as urgent and should receive immediate attention.

The following is the schedule of the various departments at present :

GRADE	SUBJECT	LENGTH OF PERIOD	FREQUENCY
Sixth — Girls	Sewing	1 hour	Once a week
Seventh “	“	2 $\frac{1}{4}$ hours	Every 12 school days
“ “	Cooking	2 $\frac{1}{4}$ “	“ “ “ “
“ Boys	Wood Work	2 $\frac{1}{4}$ “	Every 6 school days
Eighth—Girls	Sewing	2 $\frac{1}{4}$ “	“ 12 “ “
“ “	Cooking	2 $\frac{1}{4}$ “	“ “ “ “
“ Boys	Wood Work	2 $\frac{1}{4}$ “	“ 6 “ “
Ninth — Girls	Bookbinding	2 $\frac{1}{4}$ “	Once a week
“ Boys	Wood Work	2 $\frac{1}{4}$ “	“ “
HIGH SCHOOL			
1st year—Boys	Wood Work	1 $\frac{1}{2}$ “	Twice each week
“ “	Mechan. Drawing	$\frac{3}{4}$ “	“ “ “
2d year— “	Wood Work	1 $\frac{1}{2}$ “	“ “ “
“ “	Mechan. Drawing	$\frac{3}{4}$ “	Three times a week
3rd year— “	“ “	$\frac{3}{4}$ “	“ “ “
4th “ “	“ “	$\frac{3}{4}$ “	Four times a week

Respectfully submitted,

J. H. BOURNE.

REPORT OF SUPERVISOR OF DRAWING

MR. C. A. RECORD,

SUPERINTENDENT OF SCHOOLS,

My Dear Sir :

In accordance with your request, I herewith submit a report of drawing in the primary and grammar schools.

Since the last report, one year has passed, and in that year natural progress has been made. Our chief aim has been to educate the children, not by filling up, but by a gradual building up, and cultivating of the understanding.

The object of drawing in the schools is lost when we teach it for the sake of drawing alone. Its purpose is to discipline the mind and prepare it for deeper thinking as well as to awaken a sense of the beautiful.

Children, in learning to draw, also gain a new source of expression, or we might call it a new language. While learning this language, they are developing a power to see, and are brought into sympathetic relationship with their surroundings. They gain a meaning to things which had been meaningless.

The work in the schools is carried on by means of teachers' meetings. At these meetings, the teachers are supplied with outlines containing a full course of lessons for every week in the school year. The outlines are prepared by the supervisor, who visits each building once in four weeks, and teaches any lesson on which the grade teacher may need assistance. Although the visits are only once in four weeks, the teachers are at liberty to ask for extra help should they be unable to grasp the different subjects from the explanation given at the meetings.

It has been a great pleasure to correlate the sewing and drawing

this year. Although only one problem has been carried out, the success of that one proves we should have more, and arrangements have been made to continue.

In two sixth grades (only two for experiment) school bags have been made in sewing periods, and designs originated and applied in the drawing periods. The enthusiasm that this work has aroused is convincing evidence of the value of correlation as a stimulus to renewed effort. It also has carried the work into the homes and given healthy interest to occupy leisure time.

After two years of uniform training, the grade work in drawing begins to give good results, but to say that we are satisfied would mean that we had reached our culminating point, and the progress would cease.

Respectfully submitted,

HELEN F. MORTON.

REPORT OF SUPERVISOR OF MUSIC.

MR. C. A. RECORD,
SUPERINTENDENT OF SCHOOLS,
Haverhill, Massachusetts.

Dear Sir :

Good progress is being made in the study of Music, Supervisors, Principals and teachers all harmoniously working to this end.

The course is systematically arranged and the grade teachers knowing just what is to be expected of them are doing faithful and efficient work.

In the first eight grades, but seventy-five minutes per week are given to this subject and yet, in the brief period allotted, a foundation is being laid for the enthusiasm which urges many to keep in touch with later developments.

In matters musical, the benefits of the consolidation of the Ninth Grades, has not been fully tested.

There may be a loss in the technical work, which of necessity must be curtailed yet gain may be made in the discipline of the ensemble and in the musical appreciation derived from the careful study of the choice Songs and Choruses.

In this connection I may add that the book recently introduced was wisely selected.

The High School is at the present time divided into two classes for chorus work, one composed of pupils from the 1st and 2d years, the other from pupils of the 3d and 4th years.

While the classes are each singing well, the individual members have not all gotten used to the acoustics of the large assembly hall so

different from the one of former years, and are not yet prepared to make their best vocal efforts toward the best results.

In addition to the regular chorus work of the school, there is a well organized Orchestra ; a Mandolin and Guitar Club and a Girls' Glee Club.

A public entertainment with each organization contributing is now in preparation.

In conclusion I wish to express my thanks to the Superintendent of Schools and to the members of the School Board for support and encouragement.

W. W. KEAYS,
SUPERVISOR OF MUSIC.

REPORT ON KINDERGARTENS.

In September 1909, the kindergartens opened with one session only. The afternoons being devoted to preparation of work, mothers' meetings, calls, and kindergartners' meetings.

In the mothers' meetings, the kindergartners come in closer contact with the mothers. Also an effort has been made to explain the meaning of kindergarten and create an interest in it.

As a result of calls, the kindergartner has become more familiar with the home life and surroundings of the child. There are also fewer absent and tardy children.

On Thursday, one kindergartner attends the kindergarten meetings in Boston, of which Miss Caroline Aborn, Supervisor of the Boston Public Kindgerartens, is the director. On the following day, the kindergartner who attended the Boston meeting has charge of one here. Thus, not only do the kindergartners keep in contact with others of the same profession, but also get inspiration and suggestions for their own work.

During the past year the kindergartens have shown great improvement, due to some changes made by the school committee and by the kindergarten teachers.

In June, 1909, the committee voted to abolish the afternoon session kindergartens, which numbered four and retain only four in all.

This was accomplished in two schools by consolidating the morning and afternoon classes and so enabling the two largest kindergartens to have assistants. This change makes it possible for the teachers to visit the homes of the various children, thus interesting each mother in the school life of her child. This interest is enlarged and new interests are awakened by means of the mothers' meetings, which are held in each kindergarten, about once in one or two months.

A weekly program meeting is held in the Superintendent's office at which the kindergarten teachers, in rotation, give out the program obtained at the general kindergarten program meeting in Boston on the previous afternoon.

This keeps the Haverhill kindergartens in close touch with the Boston kindergartens, and engenders in the teachers a breath of mind and a progressiveness of spirit which isolated work and disunited workers can not bring alone.

S. B. MacLEAN.

REPORT OF TRUANT OFFICER.

MR. C. A. RECORD,

SUPERINTENDENT OF SCHOOLS,

I herewith submit my annual report for the year ending Jan. 1, 1911.

I think it wise at this time to define the duties of the Truant Officer as given by the statutes of Massachusetts and also outlined in the School Regulations of Haverhill.

STATUTES OF MASSACHUSETTS.

DUTIES OF TRUANT OFFICERS.

CHAPTER 46.

SECTION 13. Truant officers shall inquire into all cases arising under the provisions of sections one and six of chapter forty-four and sections three, four and five of this chapter, and may make complaints and serve legal processes issued under the provisions of this chapter. They shall have the oversight of children placed on probation under the provisions of section seven. A truant officer may apprehend and take to school, without a warrant, any truant or absentee found wandering about in the streets or public places thereof.

[For additional duties of truant officers, see chapter 356, Acts of 1904, and chapter 355, Acts of 1907.]

ILLEGAL EMPLOYMENT OF MINORS AND DUTIES OF TRUANT OFFICERS.

SECTION 1. Whoever employs a minor under the age of sixteen years, and whoever procures or, having under his control a minor under such age, permits such minor to be employed in violation of the provisions of sections twenty-eight or twenty-nine of chapter one

hundred and six of the Revised Laws, as amended by chapter two hundred and sixty-seven of the acts of the year nineteen hundred and five, shall for each offence be punished by a fine of not more than three hundred dollars, or by imprisonment for not more than six months, or by both such fine and imprisonment; and whoever continues to employ a minor in violation of the provisions of either of said sections as so amended, after being notified thereof by a truant officer or by an inspector of factories and public buildings, shall for every day thereafter while such employment continues be punished by a fine of not less than twenty nor more than one hundred dollars, or by imprisonment for not more than six months.

SECTION 3. A truant officer may apprehend and take to school without a warrant, any minor under the age of sixteen years who is employed in any factory, workshop or mercantile establishment in violation of the provisions of sections twenty-eight or twenty-nine of chapter one hundred and six of the Revised Laws, and of any amendments thereof or additions thereto, and such truant officer shall forthwith report to the police, district or municipal court or trial justice within whose judicial district the illegal employment occurs, the evidence in his possession relating to the illegal employment of any child so apprehended, and shall make complaint against whomever the court or trial justice may direct. Any truant officer who knowingly and wilfully violates any provision of this section may be punished by a fine of not more than one hundred dollars for each offence.

SCHOOL REGULATIONS

CHAPTER XII.

TRUANT OFFICERS.

SECTION 1. At any regular meeting of the Committee one or more truant officers shall be elected and their salaries shall be fixed by the Committee. Under the direction of the Committee and of the Superintendent, they shall be the special officers of the Committee for the execution of the statutes of the Commonwealth relating to absentees from school, truants, neglected children, and children employed in mercantile and manufacturing establishments. They shall

familiarize themselves with the laws relating to these matters and shall see that they are properly enforced.

They shall regularly visit or communicate by telephone with the several schools, and shall, when requested by the principals, investigate the absence of pupils and make prompt return of the result of such investigation to the principals.

They shall annually, in the month of September, make a census of all persons between the ages of five and fifteen years residing in the city, and shall return such census, properly arranged, to the Secretary of the Committee, with a statement of the number of such persons, and also of the number of persons between the ages of eight and fourteen.

They shall make monthly reports of their work to the committee, using such forms or blanks as the Committee may designate.

MISCELLANEOUS STATISTICS.

Population of city,	44,115
Number of children in the city between five and fifteen years of age, as revealed by the school census :	
Ward One	178
Ward Two	280
Ward Three	457
Ward Four	784
Ward Five	3,056
Ward Six	1,315
Ward Seven	1,051
Total	7,121
Number of pupils enrolled in private schools :	
St. James Parochial, High	106
St. Gregory Parochial, Grammar	950
St. Joseph's Parochial, Boys	417
St. Joseph's Parochial, Girls	355
Other Private Schools	84
Number of Age and Schooling Certificates issued ;	
Between 14 and 15, 192 ; 15 and 16, 157 ; Total, 349	
Visits to Schools	568

Absences reported	.	.	.	.	.	.	.	.	1,374
Cases of truancy	.	.	.	.	.	.	.	.	87
Guardians notified	.	.	.	.	.	.	.	.	1,218
New pupils put in school	.	.	.	.	.	.	.	.	87
Pupils returned from street	.	.	.	.	.	.	.	.	134
Complained of as truants	.	.	.	.	.	.	.	.	7
“ “ delinquents	.	.	.	.	.	.	.	.	10
“ “ neglected	.	.	.	.	.	.	.	.	6
“ of for failure to cause child to attend school	.	.	.	.	.	.	.	.	6
Transfer cards investigated	.	.	.	.	.	.	.	.	65
Evening school cards	.	.	.	.	.	.	.	.	93
Tardiness investigated	.	.	.	.	.	.	.	.	44
Factories inspected	.	.	.	.	.	.	.	.	78
Minors found to be illegally employed	.	.	.	.	.	.	.	.	9
Employers warned	.	.	.	.	.	.	.	.	6
Contagious diseases investigated	.	.	.	.	.	.	.	.	471

CASES IN COURT

Complaint against parent, failure to cause child to attend school.

NO. OF CASES	DISPOSITION
6	Nol prossed 1

JUVENILE

NO. OF CASES		DISPOSITION
17	Delinquent	
	Truancy	Pending 5
		Dismissed 1
		Committed to Training School 7
		Probation 4

NEGLECTED CHILDREN

NO. OF CASES	DISPOSITION
6	Committed to State Board 1
	“ “ Overseers of Poor 2
	Pending 2
	Dismissed 1

One child has been taken by consent of parents to the School for Children at Wrentham, Mass.

I am fully persuaded that many homes are fast losing their influence on their children because of the attraction of the street and cheap places of amusement.

I think it fitting at this time to appeal to the public sentiment of the city in behalf of the children whose welfare it should have at heart, and to plead for the moral support and education of the public to the fact that the first consideration during childhood and youth is health and education.

The child is expected to play and take part in the home life, but no condition should continue to exist which distracts from his school work. I find that in the grammar and even the primary grades children suffer a distinct loss in school work because of absorption in parties, social affairs, etc. Children cannot continue to attend these evening entertainments and be fresh and alert, which is necessary for the school work of the following day.

The child fails in his school work because of late hours and loss of sleep, and his mind is filled with thoughts that conflict with his school work. In many cases they seem to lack the power of concentration. Many weak and anemic children are so more because of lack of sleep than insufficient food. It also affects the attendance of the child and is the cause of much tardiness. I would not presume to ask for the prohibition or abolition of the amusements named above, only for a limitation of them, which will be for the mental and physical welfare of the child.

Because some may feel that an appeal to the court has been made too often, I may say that cases are never taken to court until the defendant has had a fair chance and has virtually been on probation before the complaint has been entered. I wish it were possible for the good people of the community to go with me to visit some of these homes and to know the results of existing conditions. One visit would suffice to convince one of the need of decisive action.

In concluding I wish to thank the many who have so materially assisted in the work during the past year. Surely our labor has not

been in vain if our efforts have been of any help to the "little citizens" of today who will be the responsible citizens of tomorrow.

Respectfully submitted,

GEORGE A. PICKARD,

Truant Officer.

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JUL 8

1920

PUPILS' BANK ACCOUNTS

WINTER STREET SCHOOL

MR. C. A. RECORD,
SUPT. OF SCHOOLS.

Dear Mr. Record :

The request for permission to make an experiment in school savings at this school having been granted, the following report is submitted :

Children are encouraged to bring their pennies to school, and when a dollar has been accumulated are taken to the bank and deposited.

The number doing this is 123 at this date, and the total deposits amount to \$216.37.

There are 210 other children saving who have not yet been to the bank, and we have learned of 92 who had bank books when school opened in September.

If our efforts continue to meet with the success thus far experienced, the savings of the pupils in this and the Whittier school combined should total over \$700 for the school year.

Very truly,

STANLEY D. GRAY,
Principal.

REPORT ON AGRICULTURAL WORK IN ELEMENTARY SCHOOLS

Haverhill, May 12, 1911

MR. C. A. RECORD,

SUPERINTENDENT OF SCHOOLS,

Dear Mr. Record :

The experiment in farming in which fifty-eight pupils from three schools participated was with a different purpose from the school garden as usually conducted. The latter aims at aesthetic ends, and its success is largely measured by the extent to which it stimulates the clearing up of unsightly places, the planting of flowers about the home, and checks the spirit of vandalism that leads to the destruction of plants and flowers in parks and other public places.

The declared purpose of the work was to show to a group or groups of children something of the business aspects of farming. Naturally it was desired to show that farming pays. It soon became apparent that generally speaking, the children did not look upon farming as a profitable or in any way attractive occupation. They seemed to think of it as a poor business, and the farmer as an object for ridicule. The awkward boy is called a farmer by his associates. Doubtless the "Bingville Bugle" and other comic supplements have helped to this result. From descriptions given it would appear that some have seen the prototype of the Sunday newspaper and stage farmer. These conditions increased the difficulty of getting a sufficient number enlisted for the work which was to be done by volunteers who were also required to contribute towards the expense.

When some have brought the statement that the farmers of the country owned enough automobiles to give two to every man, woman

and child in Haverhill, and they were told that the value of the annual potato crop of Maine equalled the assessed valuation of Haverhill, quite an impression was made.

Earlier in the year the business of the newsboy had been discussed, and the value of paper routes studied and made the basis for some arithmetical problems. This was followed by discussions of orchading, orchard pests and their treatment; and twigs infested with San Jose scale were brought in that the children might become acquainted with the most serious menace to the orchards and small fruit of Haverhill.

In several rooms the operation of grafting was explained and illustrated by actual grafting. Many varieties of apples were shown, apple boxes from the West were examined, and the care in packing was contrasted with the method of handling the local product.

As a crop for our experiment there was needed one that would show good growth before the close of school in June; that would require but little attention during the vacation; and the harvesting of which could be done after the opening of school in September. Withal, it was desirable that something be selected that would not offer too great temptations to premature harvesting.

The potato was suggested as answering these conditions and as possessing the additional advantage of being a crop, the cultivation of which has been reduced to the most scientific basis.

The unit in discussing farming operations is usually the acre, and as we wished the work to be on an impressive scale, and in accord with the farm practice it was decided to cultivate that amount if such an area could be found within a practicable distance. The best available location seemed to be near the Tilton school, where Mr. J. W. Tilton offered the free use of land.

Recruits came slowly at first, but as our discussions of farm problems continued interest began to be manifest, and at length there were twenty-nine pupils, including several girls, at the Winter Street school, who expressed a willingness to join the ranks, and the number was increased to thirty-five by pupils of the Tilton school.

The nature and purpose of the various operations were studied, and the children learned about the depth of plowing desirable; the importance of the wheel harrow, pulverizing the soil while packing the

turf that had been turned under so that the rising of water from beneath would not be prevented ; distance apart of rows ; depth of planting, and other points of importance. The character of the fertilizer, amount, manner of applying, cutting of seed and distance apart in the rows for the best results, were dwelt upon.

There was some difficulty in getting the ground plowed as desired but it was done fairly well, and the remaining steps in the preparation of the soil were according to the most approved methods.

All work possible for them was done by the pupils. A party of boys dug a ditch through a little swamp across a rocky roadway to drain a section that was too wet. This was exceedingly hard and disagreeable work. Others had previously helped measure the ground, about 135 yards long by 35 yards wide, a shape determined by discussion in the school room, which had shown a probable saving of two dollars over a square field of equal area, the difference being due to the time saved in turning the team at the ends.

With the ground prepared and seed and phosphate at hand, the field work of the class began in earnest. Each was to have a row, and his share of the fertilizer. The rows were numbered and lots drawn that there might be no complaint of favoritism in the assignment of places. The spreading of phosphate, cutting of seed and dropping it, and covering with hand hoes, were soon all in progress ; the sight was a most animated and interesting one. Six of the class were girls, and their work averaged well with that of the boys.

There was a great difference in the ability of the pupils to carry out in practice what had been rehearsed so frequently in the classroom. Some seemed to forget all at once everything that they had studied indoors about the subject. Others never had to be told twice. It is often said that the laggard in school frequently makes the best worker outside ; and under the stimulus that the spur of necessity or awakened self interest gives, this may be the case. Certainly in our experiment the rule seemed to be—Slow at books, slow at hoe. The pupils who were faithful and able in the schoolroom made the best school farmers.

Some were neither good workers nor good managers. Others were greatly interested, worked well, and showed excellent business ability in disposing of their crop.

As soon as the plants were above ground the cultivator was run at frequent intervals to keep the soil in condition and check the weeds. The pupils drove the horse, and did any other work possible for them. The use of the cultivator was continued during the summer vacation until the potato tops covered the ground. Mr. G. A. Picard, had the oversight of the field during vacation, and did the best that he could without the proper apparatus, to spray with Bordeaux mixture for protection against rot. It was hired done once, but as the price was six dollars, the operation could not be repeated with proper frequency. In the potato growing sections of Maine this work is done at a cost of about a dollar an acre.

Digging began as soon after the opening of school in September as was feasible, and it was a long, wearisome task for the boys and girls. A few girls were assisted by friends or hired the work done. Afternoon sessions and Saturdays for more than two weeks were given to the work. Rain drove the young harvesters from their task more than once. Nearly every day darkness found some of them at work. Often when they could no longer see to dig, they still had to drag heavy sacks of potatoes on a broken down handcart to the Tilton school. Sometimes a heavy iron coal barrow was used. Sometimes the potatoes were left over night to the hazards of the field, and the extremes of temperature to which they were subjected under these conditions probably favored decay. From this exposure and lack of spraying came the greatest damage.

There were very few small potatoes, and the yield of from six to ten and a half bushel to a row gave a total of 277 bushels. But for the decay, which was entirely preventable, there would have been more than 250 bushels of salable potatoes. Such as were sold brought from sixty-five cents to one dollar a bushel. One member of the School Board bought his winter supply from the school farm. At seventy cents per bushel, the receipts from 250 bushels would have been \$175.00.

The cost was \$93.60, which was excessive, but could not be helped under the conditions. It should not have exceeded \$70.00, and under ordinary farm conditions could have been done for less.

The children contributed \$60.00 and had the entire crop. This

liberal arrangement was necessary in order to get them to take hold of the work. The cost to the School Department was ninety-six cents per pupil. This does not include supervision during the summer, or money paid for permanent equipment.

That some of the potatoes decayed was most unfortunate. Nothing succeeds like success, or is so difficult to excuse as failure. Few adults farmers even, can be made to understand that potato rot is as inexcusable as smallpox, unless they have seen the success that attends proper spraying; and there is danger of children getting the idea that it is a necessary accompaniment of the growing of that crop; while the drudgery that they experienced is liable to make a deeper impression than any description of labor-saving machinery which they did not see.

It is apparent from the results attained in this experiment that the soil of this section is adapted to the successful growth of potatoes. Our crop of 277 bushels would indicate a net profit of \$100 per acre for Haverhill farmers; and a yield of from three to four hundred bushels may be expected with all circumstances favorable. There are thousands of acres of farm land in this city, ideal in character for this crop; and for orcharding, equal to the best in the country.

In addition to the foregoing twenty-three pupils of the School Street school, were instructed in mixed farming on three-fourths of an acre of land at the home of the Truant Officer, Mr. Picard, near Tilton's Corner. In many ways the work here was conducted along the lines already described. The pupils each paid fifty cents, and received an average of \$1.70 in value of desirable garden products amounting to \$39.21. Produce sold from this garden yielded \$29.57, total value of products, \$68.78, with cost of production \$63.50.

Here as at the potato field, the necessary vacation work was done or supervised by Mr. Picard, and at this garden he took entire charge of the harvesting.

A disadvantage in this work was the distance of the fields from the schools that supplied the greater number of pupils. The neighboring town of Andover has at its school centre twenty acres of land. Under such conditions school farming experiments could be carried on without undue interference with other duties, while all pupils of suitable age could observe and profit from the work.

The "follow up" work that would have made the experiment of greater value could not be well carried out as there were many changes to other buildings when the schools re-opened ; but the experiment stands as an interesting contribution to the efforts being made along the line of industrial education in the public schools.

Respectfully submitted,

STANLEY D. GRAY.

HIGH SCHOOL BUILDING COMMISSION

HIS HONOR ROSWELL L. WOOD, Mayor 1908, (ex-officio)

HIS HONOR EDWIN H. MOULTON, Mayor

CHARLES H. CROY CHARLES K. FOX WILLIAM H. ROOT

Kilham & Hopkins, Architects

Evans-Almirall Co., Heating and Ventilating Engineers

B. B. Hatch, Electrical Engineer

Edgar F. Shannon, Superintendent

John M. Roche, General Contractor

Bradlee & Chatman Co., Heating Contractors

M. B. Foster Electrical Co., Electrical Work

Messenger Wood Works

Laboratory Equipment

Heywood Brothers & Wakefield Co.

Furnishings

Supplied Through

Atherton-Byard Furniture Co.

HAVERHILL HIGH SCHOOL

Work begun in August, 1908.

Building has concrete foundation resting entirely on ledge.

Outside area of building, 27,794 square feet.

Outside cubical contents, 1,615,820 cubic feet.

Total working floor space, 2 acres.

3,200,000 common brick and 213,000 face brick were used.

The building contains 250 tons of steel work.

11 Administration rooms. 20 Class rooms. 4 Recitation rooms.

2 Commercial rooms. 11 Laboratory, Lecture, and Drawing rooms.

Gymnasium, 56 x 85 feet with running track of 23 laps to the mile.

Assembly Hall, 56 x 68 feet with gallery, seating 1,000 people, and with large stage seating 100.

5 iron and slate stairways.

4 additional emergency exit stairways.

All electric work in conduits and of most approved type throughout. 5 miles of wire.

Heating and ventilating is by 2-125 H. P. boilers and powerful basement fans forcing fresh, warm air to all rooms through re-enforced concrete underground tunnels and brick uptakes.

2 miles of piping.

Foul air removed by roof fans.

All interior walls brick, making building practically fireproof.

Rated for 1,000 pupils.

Cost approximately \$275 per pupil.

SUPERINTENDENT OF SCHOOLS

C. A. RECORD, 40 Mechanic Street

ASSISTANT TO SUPERINTENDENT

JENNIE E. TAYLOR, 9 Fountain Street

Office, City Hall

Office Hours :—

Superintendent—8 to 9 A.M., 4 to 5 P.M., every school day, and
Saturday forenoons.

Assistant—8 A.M. to 12 M., 1 :30 to 5 P.M.

SUPERVISOR OF DRAWING

HELEN F. MORTON, 56 Fountain Street, \$800

SUPERVISOR OF MUSIC

W. W. KEAYS, Melrose, Mass., \$950

ASSISTANT SUPERVISOR OF MUSIC

MARY M. SHAW, 120 Fountain Street, \$550

TEACHERS

*On leave of absence.

HIGH SCHOOL. Summer Street, Corner of Main.

Ralph E. Files, Principal, 14 Columbia Park	.	.	\$2600
Linwood O. Towne, 105 Winter street	.	.	1600
Jesse H. Bourne, 2 Kensington Ave., Bradford	.	.	1600
John L. Dakin, Jr., 108 Winter street	.	.	1250
George E. Gay, 5 Clinton street	.	.	1500
Lester G. Richardson, 75 Main street	.	.	1400
Wilson Snushall, 56 Webster street	.	.	1400
Robert W. Broderick, 1 Pentucket street	.	.	1300
Mira W. Bartlett, 7 Summit avenue	.	.	900
Josephine L. Sanborn, 14 Mt. Vernon street	.	.	900
M. Edna Wakefield, 112 Main street, Bradford	.	.	900
Susan E. Merrill, 6 Chadwick street, Bradford	.	.	900
Edith M. Richardson, 4 Grant street	.	.	900
Mabel E. Smith, 2 Grant street	.	.	900
Harriet L. Webster, 25 Summer street	.	.	800
Mabel A. Watson, 20 Newcomb street	.	.	900
M. Emma Hall, 91 Fountain street	.	.	750
Anna L. Clark, 61 Highland avenue	.	.	850
Alice E. Sherburne, 3 Cedar street	.	.	850
Gertrude E. Simonds, 42 North avenue	.	.	900
Harriet V. Evans, Main street, Bradford	.	.	850
Blanche Currier, 65 Temple street	.	.	900
Jennie M. Newell, 142 Main street, Bradford	.	.	900
Marion P. Elliott, 537 Washington street	.	.	650
Jennie A. Morse, 80 Emerson street	.	.	650

Marguerite H. Lyon, 142 Main street, Bradford	.	\$500
R. Elaine Croston, Librarian, 83 Emerson street	.	600
Berta M. Duffie, Principal's Assistant, 1 Crosby St.	.	500

CENTRAL NINTH. Crescent Place.

Ralph E. Files, Principal.

Florence I. Browne, Asst. Principal, 71 Kenoza Ave.	.	850
Alice E. Fuller, 65 Webster street	.	650
C. Frances Day, 9 Ferry street, Bradford	.	650
Helen L. Thom, 26 Dudley street	.	650
Helen A. Fitzgerald, 12 Kimball street	.	650
Nellie F. Wentworth, 23 Howard street	.	650
Katherine T. Sullivan, 60 Arlington street	.	650
Sarah E. Blaisdell, 37 Fountain street	.	650
Maude M. Browne, 58 Central street, Bradford	.	650
Bernice E. March, 150 North avenue	.	650

WINTER STREET SCHOOL. Winter Street, Opposite Locust.

Stanley D. Gray, Principal, 9 Dustin street	.	\$1300
Jennie S. Edson, Principal's Assistant, viii, 16 Portland street	.	675
Minna Brooks, viii, 885 Main street	.	650
M. Jennie Green, vii, 80 Main street	.	650
Stella N. Hale, vi, 69 Brockton avenue	.	650
Mary A. O'Neill, vi, 15 Howard street	.	650
Nellie M. Edson, v, 16 Portland street	.	650
Katherine T. O'Neill, iv, 15 Howard street	.	650
Agnes C. Kennedy, iv, 20 Grand street	.	650
Blanche S. Lovejoy, iii, 62 Webster street	.	650
Alice L. Murphy, iii, 66½ Summer street	.	650
Julia F. Chase, ii, 24 Chadwick street, Bradford	.	650
Mary E. Leonard, i, 45 Broadway	.	650
Mary F. Fitzgerald, i, 7 New street	.	650

WHITTIER SCHOOL. Winter Street.

Stanley D. Gray, Principal.

Gean M. Chapman, v, 59 Highland avenue	.	.	\$650
Annie E. Farrington, iii-iv, 9 Fourth avenue	.	.	650
Lucy A. Cate, i-ii, 63 Howard street	.	.	650

CURRIER SCHOOL. Corner Washington and High Streets.

John H. Parker, Principal, 138 Groveland street	.	\$1500
Fannie L. Hayes, Principal's Assistant, viii, 272 Wash- ington street	.	675
Alice M. George, vii, 162 Main street	.	650
Anna G. Sullivan, vi, 60 Arlington street	.	650
Abbie C. Grover, vi, 48 Highland avenue	.	650
Alice M. Messer, v, 22 Jackson street	.	650
Edith F. French, v, 68 Cedar street	.	600
R. Etta Fay, iv, 32 Kenoza avenue	.	650
Florence R. Tucker, iv, 6 Green street, Bradford	.	450
Annie J. Thynne, iii, 3 Union street	.	650
Margaret M. Ring, ii, iii, 51 Harrison street	.	650
M. Isabel Sullivan, ii, 231 Essex street	.	650
Bessie M. Thompson, i, 860 Main street	.	450
Lottie I. Glines, i, 40 Nichols street	.	450
Lulu C. Colby, i, Saunders Hill	.	500
Sarah B. McLean, Kindergarten, 19 Newcomb St.	.	650
Arah C. Cooke, Kindergarten, 276 Main street	.	500

JOHN C. TILTON SCHOOL Grove Street.

John H. Parker, Principal	.	.	.	.	.	.
Alice M. McCarthy, Principal's Assistant, viii, 1 Park avenue.	.	.	.	.	.	\$675
Teresa G. Roche, vii 193 Hilldale avenue	.	.	.	.	.	650
M. Louise Boynton, vi, 268 Main street, Groveland	.	.	.	.	.	650
Mary A. Powers, v, 15 New street	.	.	.	.	.	650
Edith K. Bean, iv, 88 North avenue	.	.	.	.	.	450
Lizzie A. Greenwood, iii, 24 Arlington street	.	.	.	.	.	650
Flora I. Day, ii, 69 Brockton avenue	.	.	.	.	.	650
Carrie N. Pease, i, Merrimac, Mass.	.	.	.	.	.	650
*Maud A. Harlow, 2 Kenoza avenue	.	.	.	.	.

GEORGE COGSWELL SCHOOL, Main street, Bradford

Walter F. Sayward, Principal, 8 Greenleaf street, Bradford	\$1300
Mary F. Hatch, Principal's Assistant, viii, 169 Main street, Bradford	675
Grace G. Milton, vii-viii, 8 Pleasant street, Bradford .	650
E. Rowena McClintock, vii, 49 Salem street, Bradford .	650
Cora M. Haseltine, vi, 3 Pine street, Bradford . .	650
Jessie M. Macmillan, vi, 26 Allen street, Bradford .	650
Junie G. Williams, v, 473 Salem street, Bradford . .	650
Clara A. Morse, v, 72 Elm street, Bradford . .	650
Emma L. Nichols, i-ii, 3 Chadwick street, Bradford .	650
Helen V. Martin, Assistant, 4 Eleventh avenue . .	450

WALNUT SQUARE SCHOOL, Main Street.

Walter F. Sayward, Principal	
Sadie B. Thompson, Principal's Assistant, viii, 860 Main street	\$675
Susan A. Eastman, vii, 48 Highland avenue . .	650
Elizabeth H. Webster, vi, 150 North avenue . .	650
Harriet D. Merrill, v, 48 Highland avenue . . .	650
Alice M. Marble, iv, 35 Franklin street . . .	650
Alice F. Noyes, iii, 14 Tenth avenue . . .	650
A. Frances Davis, ii, 180 Main street, Bradford . .	650
Annie L. Mills, i, 4 Pentucket street	650
Florence L. Graves, Assistant, 22 Howard street . .	450

NORTH MAIN STREET SCHOOL, North Main Street

Walter F. Sayward, Principal	
Mattie Brooks, i-ii-iii, 885 Main street	\$650

THOMAS E. BURNHAM SCHOOL, Fountain street.

Abbie J. Meadowcroft, Principal, 31 Summer street .	\$1100
Helen M. Palmer, Principal's Assistant, viii, 56 Webster street	675
Blanche G. Conway, vii, 10 Lawrence street . .	650
Ella A. Brown, vi, 31 Fifth Avenue	650

Cora A. Libby, v, 30 Colby street, Bradford	.	.	\$650
Nan J. Grindle, iv, 24 Arlington street	.	.	650
Bertha S. Marshall, iii, 1311 Broadway	.	.	650
Florence A. Foss, ii, 6 Rutherford avenue	.	.	650
*Alice L. Haynes, 273 Lowell avenue	.	.	650

KENOZA AVENUE SCHOOL, Kenoza Avenue

Abbie J. Meadowcroft, Principal

Agnes L. Spooner, i, 56 Webster street	.	.	\$650
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CROWELL SCHOOL, Belmont Street.

Mary A. Reed, Principal, 4 Grant street	.	.	\$1100
Abbie H. Tompkins, Principal's Assistant, viii, 11 Webster street	.	.	675
Harriet E. Bartlett, vii, 11 Webster street	.	.	650
Faustina E. Watts, vi, 73 Buttonwoods avenue	.	.	650
S. May Davis, v, 99 Portland street	.	.	650
Annie W. Smith, iv, 99 Portland street	.	.	650
Henrietta M. Dresser, iii, 25 Green street	.	.	650
Mary L. Baxter, ii, 58 Fountain street	.	.	650
Myra L. Stacy, Assistant, 16 Fairefield street	.	.	400

GROVELAND STREET SCHOOL, Groveland Street

Mary A. Reed, Principal

Emma C. Boynton, i, 16 Sixth avenue	.	.	\$650
J. Marguerite Adams, Kindergarten, 7 Richmond street	.	.	650

WILSON STREET SCHOOL, Wilson Street

Susan G. Brogan, Principal, iii, 25 Newcomb street	.	.	\$750
Mary C. Cary, ii-iii, Assistant, 43 Blossom street, Bradford	.	.	400
Katherine R. McCarthy, ii, 1 Park avenue	.	.	650
Corinne H. Guilbert, i, 304 River street	.	.	650

WINGATE SCHOOL, Broadway and Hilldale Avenue.

Annie P. Roche, Principal, 193 Hilldale avenue	.	.	\$900
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Elizabeth C. Harrigan, Principal's Assistant, viii, 17 Hillside street	\$675
Marion G. Watson, vii, 86 Cedar street	550
Mary A. Salter, vi, 85 Hilldale avenue	650
Alice J. McAlister, v, 52 Laurel Avenue, Bradford	650
Alice F. Gile, iv, 6 Park place	550
Minnie G. Thornton, iii, Ward Hill	650
Nellie G. Sullivan, ii, 27 High street	650
Annie H. Whittier, i, 88 Main street	650
Bessie E. Tilton, i, 282 Washington street	400
Mary G. Croston, Kindergarten, 83 Emerson street	600
M. Olive Sweeney, Kindergarten, 223 Winter street	500

ALBERT L. BARTLETT SCHOOL. Washington Street.

Hattie V. Burnham, Principal, 23 Winona avenue	\$1000
Carrie A. Bartlett, Principal's Assistant, viii, Lowell Ave.	675
Etta H. Hicks, vii, 26 Fourth avenue	650
Nellie M. Quinn, vi, 7 Cedar street, Amesbury	650
Agnes M. Hall, v, 25 Auburn street	650
Helen B. McGibbon, iv, 46 Keeley street	650
Ethel A. Emerson, iii, 27 Columbus avenue	600
Mary J. O'Leary, ii, 467 Washington street	600
Sybil I. Tucker, i, 76 Arlington street	650
Eileen T. Morin, Assistant	400
Ellen E. Wood, Asistant, Ringgold street	500

SCHOOL STREET SCHOOL. School Street.

Nellie L. Bailey, Principal, 71 White street	\$900
Elsie Gorman, Principal's Assistant, viii, 10 Vine street	675
Margaret L. Kerrigan, vii, 51 Merrimack St., Bradford	600
Annie B. Laughton, vi-vii, 18 Pentucket street	650
Jeannette M. Hunter, vi, 49 Salem street, Bradford	650
Mary A. Murphy, v, Sixteenth avenue	650
Mary P. Whittier, iv, 88 Main street	650

CHESTNUT STREET SCHOOL. Chestnut Street.

Eleanor M. Farrington, Principal, iii, 9 Fourth avenue	\$750
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Elizabeth Emerson, ii, 136 Arlington street	. . .	\$650
Flora Y. Joplin, ii-iii, 7 Summit avenue	. . .	650
Stella A. Preston, i, 280 East Broadway	. . .	650
Elizabeth B. Cossar, Kindergarten, 210 Kenoza avenue		600
Ruth P. Hewitt, Assistant, 42 Pleasant street, Bradford		400

MONUMENT STREET SCHOOL. Monument Street.

Agnes A. Hurley, Principal, 28 High street	. . .	\$750
Nellie J. Kelley, Principal's Assistant, vii-viii, 61 Temple street	. . . . .	675
Mary G. Sullivan, vi, 60 Arlington street	. . .	650
M. Evangeline Bourneuf, iv, v, 31 Arch street	. . .	650
Alice C. Sargent, ii, iii, 10 Summit avenue	. . .	650
Margaret W. Bailey, i, ii, 37 Portland street	. . .	650

PEABODY SCHOOL. Salem Street, Bradford.

Maria L. Gardner, Principal, vii, 142 Main St., Bradford		\$800
Grace L. Wiggin, v, vi, 19 Pleasant street, Bradford	. . .	650
Irene O. Clark, iii, iv, 118 Main street, Bradford	. . .	650
Florence A. Rigney, i, ii, Hawthorne street, Bradford	. . .	650

KIMBALL SCHOOL. Kimball Street, Bradford.

Annie F. McKenna, Principal, iv, 13 Cottage street	. . .	\$750
Jeanette L. Lyons, iii, 18 Bradford avenue, Bradford	. . .	650
Grace A. Calhane, ii, 58 Moore street	. . .	650
M. Etta McKeigue, i, 14 Summer street, Bradford	. . .	650

R. L. WOOD SCHOOL. Spring Street, Bradford.

Carrie S. George, Principal, iv, 48 Arlington street	. . .	\$750
Mae G. V. Murphy, iii, 66½ Summer street	. . .	650
Ethel S. Evans, ii, 6 Kensington avenue, Bradford	. . .	600
Annie Hunt, i, 15 Central street, Bradford	. . .	650

WARD HILL SCHOOL. Ward Hill.

Madge R. Feeney, Principal, vii, viii, 43 Webster street		\$675
Ida A. O'Shea, iv, v, vi, 4 Dexter street	. . .	450
Olive Stevens, i, ii, iii, 117 Grove street	. . .	450

UNION SCHOOLS

AYERS VILLAGE SCHOOL.

M. Isabelle Baily, i-vii, Liberty street	.	.	.	\$650
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EAST SCHOOL.

Rose B. Bree, i-viii, 23 Gilbert avenue	.	.	.	450
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*Ella M. Chadwick, 15 Doane street, Bradford

BROADWAY SCHOOL.

Harriet M. Foster, i-viii, 40 Ninth avenue	.	.	.	650
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CORLISS HILL SCHOOL.

Helen M. Mohan, i-viii, 39 Bradford avenue, Bradford	.	.	.	450
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MILLVALE SCHOOL.

Annie L. Coffin, i-vii, Middle road	650
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SAUNDERS HILL SCHOOL.

Nellie A. Watts, i-vi, 9 Fountain street	650
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ROCKS VILLAGE SCHOOL.

Etta H. Gowan, i-viii, Riverside	650
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 LOWELL AVENUE SCHOOL.

Grace M. Bassett, v-viii, 40 Fourteenth avenue . . .	650
Florence D. Lennon, i-iv, 32 Eighth avenue . . .	450

GILE STREET SCHOOL.

Josephine L. Peaslee, i-vi, 16 Beacon street . . .	650
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TEACHERS OF SLOYD.

Wallace Sawyer, 2 Bryant street Bradford	700
Charles F. Willis, Wyatt avenue, Bradford	1000
Eva G. Hardy, Ringgold street	600

TEACHERS OF COOKING.

Louise M. Skinner, 58 Fountain street	600
Helen L. Taylor, 142 Main street, Bradford . . .	450

TEACHERS OF SEWING.

S. M. H. Porter, 3 Summit avenue	700
A. Lenora Elkins, 56 Webster street	650

TEACHER OF BOOKBINDING.

Eva J. Noyes, 378 Washington street ,	600
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TRUANT OFFICER.

George A. Pickard, 11 Glines street	900
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JANITORS

HIGH SCHOOL.

Samuel A. Suesman, 45 Green street	\$1000
George E. Crockett, 14 Bartlett avenue	600
James M. Wiggin, 3 Park street	600
William J. McKeigue, 14 Summer street, Bradford .	600
Samuel R. Moss, Engineer, 29 Mechanic street	
Henry C. Morrill, 478 Washington street	780

CENTRAL NINTH.

Thomas H. Murphy, 39 Washington street	875
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GEORGE COGSWELL SCHOOL.

William F. Prince, 40 Doane street, Bradford	525
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CURRIER SCHOOL.

John J. Cummings, 29 Blossom street, Bradford	675
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JOHN C. TILTON SCHOOL.

Charles K. Mansur, 8 Grove street	525
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WINTER STREET SCHOOL.

Newell S. Johnston, 79 Auburn street	650
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BURNHAM AND KENOZA AVENUE SCHOOLS.

Amos Kempton, 9 Fifth avenue.	\$624
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SCHOOL STREET SCHOOL.

Truman B. Rice, 14 Currier avenue	525
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CROWELL AND GROVELAND STREET SCHOOLS.

Charles W. Lurvey, 21 Race street	624
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BARTLETT SCHOOL.

Richard Dwyer, 16 Blossom street, Bradford	.	.			624
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WILSON STREET SCHOOL.

David L. Butterfield, 376 Washington street	.	.			500
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WINGATE SCHOOL.

Thomas B. Tenney, 64 Locust street	624
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WHITTIER AND MANUAL TRAINING SCHOOL.

Horace T. Littlefield, 65 How street	.	.	.		675
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CHESTNUT STREET SCHOOL.

Lorenzo L. Brown, 169 Water street	500
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WALNUT SQUARE SCHOOL.

Charles W. Dow, 5 Eighth avenue	.	.	.		624
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PEABODY SCHOOL.

J. Henry Stewart, 21 Carleton avenue	.	.	.		500
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MONUMENT STREET SCHOOL.

Frank E. Hooke, 60 How street	500
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R. L. WOOD SCHOOL.

William H. Jeffers, 16 Prospect street, Bradford	.	.			500
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KIMBALL SCHOOL.

Dennis Reardon, 12 Charles street, Bradford	.	.			500
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WARD HILL SCHOOL.

Sidney K. Wilson, Ward Hill	150
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EAST SCHOOL.

Herbert E. Jenkins, R. F. D., Ward Hill	.	.	.		50
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AYERS VILLAGE SCHOOL.

Edwin M. Haseltine, Ayers Village	50
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BROADWAY SCHOOL.

Emily J. Woodington, 1091 Broadway	.	.	.		50
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NORTH MAIN STREET SCHOOL.

Albert W. Eaton, 24 Main street	50
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CORLISS HILL SCHOOL.

Henry T. Willis, Corliss Hill street	50
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MILLVALE SCHOOL.

Alonzo Fernald, Middle road	50
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SAUNDERS HILL SCHOOL.

Charles E. Preble, Saunders Hill, East Haverhill	.	50
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ROCKS VILLAGE SCHOOL.

William C. Chase, East Haverhill	50
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LOWELL AVENUE SCHOOL.

Timothy D. Chase, Lowell avenue	200
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GILE STREET SCHOOL.

Thomas Walshaw, 5 Gile street	50
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PRINCIPAL'S MEETING

The principals meet on the Thursday of each month following the meeting of the School Board.

NO-SCHOOL SIGNAL

"The no-school signal, 2-2-2, sounded on the fire-alarm service, when struck at 7.30 A.M., shall dismiss all schools for the forenoon session, and the High School for the day; when struck at 11.15 A.M., it shall dismiss the Primary Schools for the afternoon session and prolong the forenoon session of the Grammar Schools for one hour, in place of the afternoon session; when struck at 1.15 P.M., it shall dismiss the schools for the afternoon session beginning at 2 o'clock, and when struck at 12.30 P.M., it shall dismiss the schools for the afternoon session beginning at 1.30 P.M. When sounded at 6.15 P.M., it shall dismiss the evening schools.—*School Regulations.*

HOURS OF SCHOOL SESSION

High School and Central Ninth—8.15 A.M. to 1.15 P.M.

Grammar Schools—January 15 to November 15, 9 A.M. to 11.45 A.M., and 2 to 4 P.M. From November 15 to January 15, 9 A.M. to 11.45 A.M., and 1.30 P.M. to 3.30 P.M.

Primary Schools—Same as Grammar save that the forenoon session closes at 11.30 o'clock.

Union Schools—The same as Grammar schools, except that the hours of the afternoon session may be changed at the discretion of the Superintendent of Schools.

RECESSES

High School—11.05 to 11.25 A.M. Central Ninth—10.40 to 11.00 A.M. Grammar and Primary school, fifteen minutes in the forenoon, and five minutes in the afternoon session.

CALENDAR

School Year, 1910-1911

Opens September 12, 1910

Closes June 23, 1911

Vacations, 1910-1911

One week, December 23, 1910 to January 2, 1911.

One week, February 24, 1911 to March 6, 1911.

One week, April 28, 1911 to May 8, 1911.

Eleven weeks, June 22, 1911 to September 11, 1911.

Holidays

Every Saturday, October twelfth, Thanksgiving Day and the Friday following, February twenty-second, April nineteenth, May thirtieth

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